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ABSTRACT

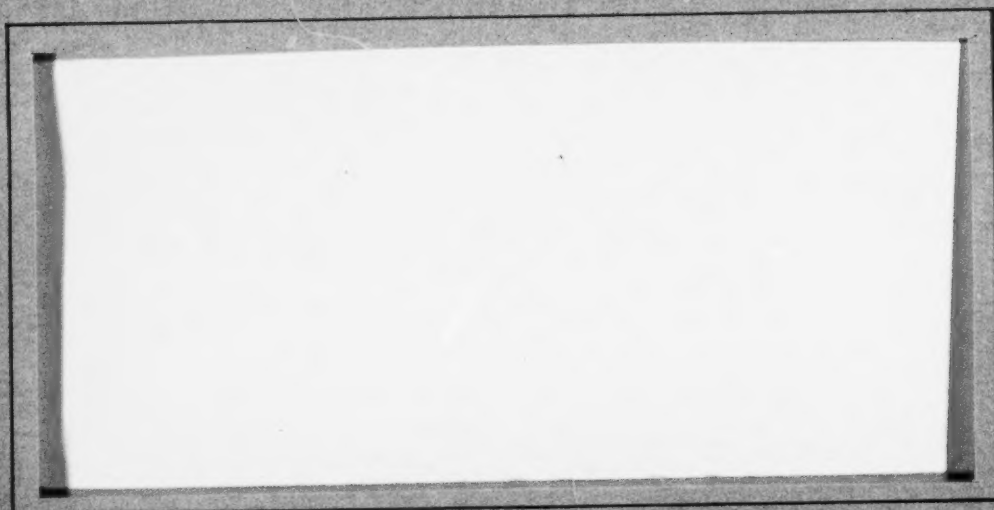
This document reports on an international meeting under the auspices of World Education, Inc., concerning adult literacy and family life planning. The consultation attempted to study and assess progress achieved by various organizations in Thailand, the Philippines, and Indonesia in the area of concern. The Bangkok Consultation emphasized materials and methods being developed for these programs. The concept and methodology of functional education for family life planning was first considered, followed by a discussion of the preparation of written and audio-visual materials, and new ideas in using visual aids to promote literacy. Additionally, teacher training, program evaluation, and the role of international organizations in adult literacy programs for family life planning were discussed. Finally, country teams reviewed or formulated programs, with a view toward clarifying plans and objectives. This report also discusses the "why" and the "how" of combining adult literacy education with family life planning. Finally, the report looks to the future of these programs in the light of the experience brought out through the consultation. Appendices A through G give details of the consultation report. (Author/CK)

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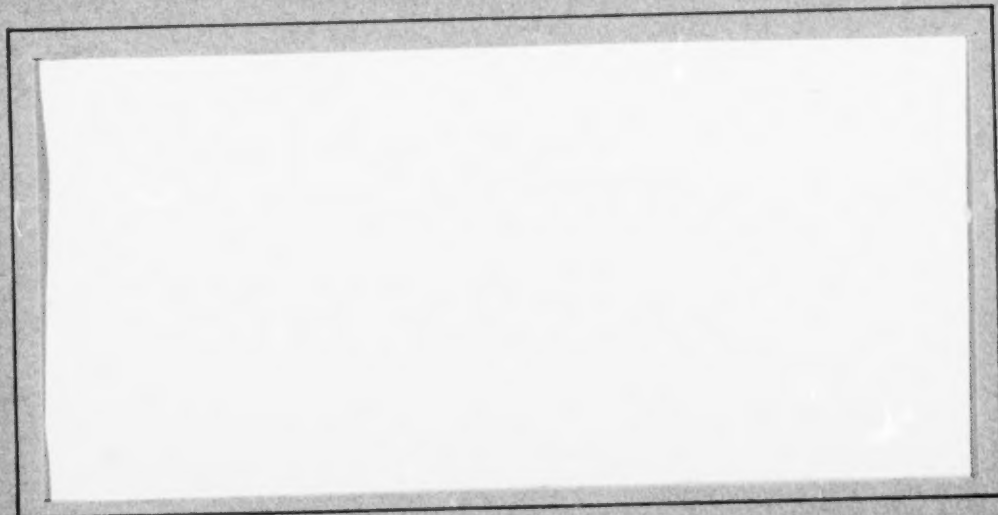
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THE BANGKOK CONSULTATION

Report of a Conference
on

ADULT LITERACY EDUCATION
and
FAMILY LIFE PLANNING

January 25-30, 1971

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World Education, Inc.
April 1971

REPORT ON BANGKOK CONSULTATION

ADULT LITERACY EDUCATION AND FAMILY LIFE PLANNING
JANUARY 25-30, 1971

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INTRODUCTION

On January 25th, 1971 delegations from Indonesia, the Philippines and Thailand met under the auspices of World Education, Inc., for a week's consultation on education for adult literacy and family life planning. The Consultation was arranged through the Thailand Adult Education Division of the Ministry of Education, and was held at the Educational Materials Center of the Ministry.

This Consultation followed an earlier workshop held in New Delhi from April 18 through May 2, 1970, in which representatives from Afghanistan, India, Iran, the Philippines, Thailand and Turkey participated. At the India Workshop country teams developed project proposals which attempted to incorporate family life planning into ongoing adult literacy programs.* Several of the projects were subsequently approved for support by both country officials and World Education, including those of Thailand and the Philippine Rural Reconstruction Movement (PRRM).

The Consultation in Bangkok attempted to study and assess progress achieved by the Thailand Adult Education Division of the Ministry of Elementary and Adult Education, which had assumed responsibility for the Thai plans initiated in New Delhi; and the progress made by the Philippine Rural Reconstruction Movement and the Philippine Bureau of Public Schools, both of which had assumed responsibility for programs in that country. Representatives from Indonesia came to learn of the programs being developed in these neighboring countries and to consider launching a similar program.

The Bangkok Consultation emphasized materials and methods being developed for these programs. Every opportunity was given to provide a forum for delegates to discuss problems, propose solutions, present their materials, and generally to learn from one another. Resource personnel from within the host country, from international organizations, and from World Education assisted in this process, by encouraging interaction and discussion, and by presenting additional sources of information.

Participants first considered the concept and methodology of functional education for family life planning. They then learned about preparation of written and audio-visual materials, including the materials being used in the ongoing programs, as well as new ideas in using visual aids to promote literacy. Teacher training, program evaluation, and the role of international organizations in adult

*Copies of the report of this workshop are available through World Education, Inc., 667 Madison Avenue, New York City, N. Y. 10021 U. S. A.

literacy programs for family life planning were discussed. Finally, country teams reviewed or formulated programs, with a view toward clarifying plans and objectives.*

This report summarized the questions raised and the subsequent discussion emerging from the Consultation. It first explores the "why" of combining adult literacy education with family life planning, and then the "how". Methodology includes planning strategies, and the technical aspects of carrying them out. The materials presently being used in the two ongoing programs are described. Finally, the report looks to the future of these programs in the light of the experience brought out through the Consultation.

The Consultation was honored by the presence of the Minister of Education of Thailand, the Honorable H. E. Sukich Nimmanheminda, who gave the opening address. Because the Minister's remarks summarized the purpose of the Consultation and the problems concerned with literacy/family planning education facing the countries which met in Bangkok, the address is reproduced here in full.

*A detailed list of participants, plus the daily agenda, is included in Appendices A & B.

INAUGURAL ADDRESS OF
H. E. SUKICH NIMMANHEMINDA, MINISTER OF EDUCATION
AT THE OPENING CEREMONY OF THE CONSULTATION ON
ADULT LITERACY EDUCATION AND FAMILY LIFE PLANNING

Mr. Keehn, Distinguished Associates of World Education Incorporated,
Distinguished Participants, Observers, Ladies and Gentlemen:

On behalf of his Majesty's Government, I have the pleasure to extend to you all a cordial welcome to our country. Indeed Thailand considers it an honour to be chosen as venue for this Consultation on Adult Literacy Education and Family Life Planning.

All over the world, educators are struggling to solve a multitude of educational problems at every level. One of the most difficult and complicated of the problems is the one with which you are concerned - Adult Education. Developing countries particularly have a great need to educate and train adults. Inadequate resources constitute the main obstacle in our attempt to solve this problem which has become more acute because of the crisis common to all of us; that is, the recent crisis resulting from population explosion. Realizing the significant contribution of education to national development, his Majesty's Government has always given high priority to education in the allocation of our national budget. And yet, with the population explosion already mentioned, the appropriations for educational development, no matter how large, are still insufficient. That is why we are grateful to educational organizations, such as World Education Incorporated, for their kind assistance to our programme.

The functional literacy programme in Thailand was started in 1968, with a pilot project of twenty classes. In 1970, there were one hundred and ten functional literacy classes, mainly in the north of Thailand. The Ministry of Education has set its goal for expansion by 1976 to have at least twenty classes in each of the nation's seventy-one provinces, a total of more than one thousand for a hundred classes. The new classes to be opened will benefit from the work now being done to include four specific areas: earning a living, financial management, health education and family life planning, and civic responsibility. Reading and mathematics are being integrated and stressed in each of the four areas.

The new classes will utilize existing teachers and classrooms and will provide limited in-service training to the teachers in the use of an especially designed curriculum now under revision, with new texts and visual aids. This programme would also provide an additional source of income to the rural school teacher for his time spent in teaching adults.

Because of the lack of education, people are unaware of the disadvantages of a high birth rate. Because of the lack of education, people are unaware of the values of technology in the betterment of their living. Unawareness of change is the chief problem of concern to all of us, and the cause of unawareness is the lack of education. To solve the problem of ignorance and indifference to change, we have to resort to adult literacy campaigns. However, literacy for literacy's sake is not the answer to the foregoing problem. Literacy should be the kind that contributes to the improvement of livelihood and the solution of social problems. This is the origin of 'functional literacy' as is known to most of us. And our faith in 'functional literacy' has brought all of us here to make some definite plans on how to carry out such ideas into practice. This is a challenge to us, I believe that is a challenge to you.

It is a pleasant task for me to preside at the inaugural session of this consultation which will afford you all an opportunity to exchange ideas and methods concerning the further development of 'functional literacy' curriculum and the compilation of textbooks to be used for literacy classes. I trust that the exchange of viewpoints and experiences will be beneficial to all concerned.

Ladies and gentlemen, this week promises to be a most constructive one for you. However, I hope that it will not prevent you from seeing something of our country, our traditions and culture. I wish you all a happy and fruitful stay in our country.

I now have the pleasure to declare the Consultation on Adult Literacy Education and Family Life Planning open. I wish it every success.

BASIC CONCEPTS IN COMBINING
ADULT LITERACY EDUCATION AND FAMILY LIFE PLANNING

The Consultation opened with a discussion of the basic concepts behind combining adult literacy education and family life planning and the methodology that has been developed. The group considered the need for family life planning, the audience to be reached, and the role of adult literacy education in these efforts.

World Education began its work in the field by stressing family planning, not family life planning. But its experience now indicates that family planning cannot be treated alone. Instead, the needs of the total family must be considered in any adult education program that intends to help people realize that they can improve the quality of their lives by limiting the size of their families. Family size is interrelated with a complex of family problems such as education, health, nutrition, child care, management of household finances, family land inheritance, and agricultural innovations. Programs such as those being implemented in the Philippines and Thailand deal with family planning in this broader framework of needs of the target population.

The target population is, quite naturally, the starting point of family life planning programs. The message must meet the needs of people of different cultures, languages, religions, and socio-economic systems. Needs vary, not only among different countries, but also within countries. Hence, a program must be designed specifically for a particular group of people. In the Philippines, for example, both the Bureau of Public Schools and the PRRM have designed projects. The Bureau of Public Schools must reach people throughout the country through the adult education system. The PRRM, on the other hand, works with a more homogenous group of adult farmers in eight barrios through a less formal structure. Different materials are being used, and each takes a different approach.

While the characteristics of specific target audiences are localized and unique, the total potential target population for adult literacy/family life planning programs is exceedingly broad. At the Bangkok Consultation, each country group sat together to consider the characteristics of the group they were trying to reach, as well as the specific objectives of their programs. The results of this session are found in Appendix C. A look at their target populations indicates that the range includes both men and women, rural and urban dwellers, semi-literates and illiterates. Despite age

variation from 13 to 45, they are all out-of-school adults. Even young people in their teens must be considered adults when they shoulder adult responsibilities. They must all be reached with the message of family life planning since they are all either thinking about or dealing with problems of raising a family.

Because the potential target group is so large, educational programs for family life planning must seek out new channels to reach many different people. Adult literacy classes are still of prime importance in this task. However, new networks must continually be unearthed: agricultural extension groups, cooperatives and credit unions, Armed Services educational programs, community development organizations.

Adult literacy groups that are teaching family life planning face a double problem. They are trying to satisfy two needs: the need to read and write, and the need to improve the quality of family life through a smaller family. The target audience for literacy training is probably almost as broad as that for family life planning. In fact no one actually knows the perimeters of this group. A UNESCO survey in 1970 found that the number of adult illiterates in the world approaches 810,000,000 using a definition of literacy placed at a fourth grade reading level.

This number, however, has little meaning for the programs in which World Education is involved. Mr. Thomas B. Keehn, Executive Vice President of World Education, stated in his opening speech at the Consultation that "to say that one country has a 28% illiteracy rate means almost nothing in itself. Numbers alone really have little relevance to the problem with which we are wrestling-- education for daily life, and in the context of this Consultation, education for family life planning."

Mr. Keehn was referring to the concept of "functional literacy" which increases the target population beyond the definition of those who have achieved a fourth grade reading level. Literacy becomes a relative term in this sense. A person is literate only insofar as his reading, writing, and mathematical skills meet his needs for these skills in his daily life. A farmer, for example, may have little need for reading and writing, particularly if he has access to a good agricultural extension program, or a radio farm forum program, or some other method of keeping in touch with farming innovations besides the printed word. On the other hand, an urban dweller might find his fourth-grade reading skills inadequate to cope with an industrial job, banks or money lenders, real estate negotiations, traffic and street signs, etc. Functional

Illiteracy, in this respect, is not limited to developing countries. According to Dr. David Harman even some areas of the United States have a level of functional illiteracy as high as 50%.*

Literacy skills are, literally, reading and writing skills; a literate person is understood to be one who is in possession of these skills. Conversely, illiteracy signifies the lack of reading and writing capability or a state of "being cut off from the written word" (UNESCO). In the past the typical literacy campaign simply aimed to teach people to read. More recently however, at UNESCO and elsewhere, the question has been asked, "Literacy for what?" At UNESCO's 1965 World Conference of Ministers of Education on the Eradication of Illiteracy, the following definition was endorsed:

A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing, and arithmetic make it possible for him to continue to use these skills towards his own and the community's development.

The key phrase in this definition is the one relating to literacy requirements of "effective functioning." Literacy is thus associated with its application, which in turn, delineates a level of literacy that must be attained. A reciprocal relationship is set up between the practical uses of literacy skills and a certain requisite level of literacy without which these uses cannot be realized. The phrase "in his group and community" adds further substance to the functional approach: functionality is not universally definable but, rather, is bound to a specific situation. It is that situation that sets the standards of literacy necessary.

According to Dr. Harman, however, even the UNESCO definition of functional literacy is not entirely adequate.**. Literacy is conceived of as a useful tool without accounting in any way for

*"Illiteracy: An Overview", Harvard Educational Review, XL:2(May 1970) pp. 226-243.

**Ibid.

the fact that is also a form of culture. An illiterate society and illiterate individuals within that society do not lack literacy skills as one may lack a finger. They do not have what can be labeled as a "culture of literacy". Imposing literacy upon an illiterate society is, as Paulo Friere has stated, tantamount to "cultural invasion."

Consequently, Dr. Harman proposed a three stage definition of functional literacy in which the two UNESCO phases of literacy attainment and literacy use are preceded by a pre-conditional phase of literacy conceptualization. In this stage, literacy is presented as a tool and form of communication as well as a cultural innovation. Only after this conceptualization has taken place can the other stages of literacy follow.

Literacy is, more broadly speaking, a form of communication. An essential aspect of this means of communication is a commonly understood set of symbols that can be employed by one person to convey a message to another. The sender of the message "encodes" the message utilizing these symbols or codes, while the recipient "decodes" them. With some licence, then literacy can be defined as a process on "encoding" and "decoding."

This introduces a new dimension into our understanding of literacy. The static perception of literacy as reading and writing is replaced by the dynamic concept of a process. Carrying the notion of "encoding" and "decoding" further one can argue that any set of symbols that form a commonly understood code is a form of literacy. Therefore, language, pictures, writing systems, smoke signals and, indeed, any code utilized to communicate are, in effect, forms of literacy.

This concept of functional literacy goes beyond literacy alone to the concept of "functional education." Mr. Keehn summed this up in his opening statement at the Consultation:

Literacy is the basic framework from which we begin. We believe that effective learning takes place where educational opportunity intersects with vital daily concerns. In other words, the old kind of learning--whether it is for children in school, or for youth in universities, or for adults who are out of the school system--simply does not work. The content, the form of their learning process has to be

functional; it has to be related to their daily life. This is what we call, therefore, functional education for young adults. Literacy is the basic part of it, but the framework within which it takes place is somewhat broader.

Functional education as an outgrowth of functional literacy according to this interpretation is education in which a basic, commonly accepted and understood set of symbols is utilized as a means of communicating subject matter of functional use. Written, easily reproduced symbols are one efficient and practical tool of communication. The possibility of error is considerably reduced when one is able to use a code in which symbols retain their exact meaning in all situations for all people. Thus, one long range goal of functional literacy education may be the dissemination and standardization of a system of written symbols representing an alphabet or an even more complicated system of ideograms.

Literacy education is, however, only one--albeit a fundamental--aspect of the broader term, "functional education." "Functional education" also implies an educational content that is functionally oriented. Functional content in the development context has come to mean certain particular things--such as information that will lead to increased agricultural production, and occupational skills. Indeed, there has been an attempt to relate functional education and development in an interdependent relationship. In this approach, the definition of functionality varies with each designer's view of the criteria of development.

Participants at the Consultation discussed methods for implementing functional education programs. Frequently, such a discussion of methods considers mainly the relative advantages and disadvantages of the global, synthetic or eclectic approaches to literacy education. However, the view of functional education discussed above does not limit methodology to tools of literacy alone. Methods of communicating specific content depend on the society and development level of the people being reached. Thus, the first step in determining a method for implementing a program is to analyze carefully the target population--whether it is rural or urban, its religion, culture, beliefs, values, etc.

The second step in choosing the tools to reach that target population is to set the specific objectives for the program. Tools are not ends in themselves, but only a means to the end which is determined by the people shaping the program. These ends should be expressed in specific behavioral terms. They may be related to any other set of objectives or values the planners wish to take into consideration, such as national development objectives. However, in setting program objectives, the planners cannot afford to generalize.

For example, a national development objective might be lowering the birth rate to a certain level within five years. Specific behavioral objectives might include recruiting a certain number of family planning workers for each of these years, setting up and staffing training centers to train these workers, determining the numbers and types of people to be reached, developing a certain number of pamphlets and posters and flip charts for field workers, purchasing a certain number of contraceptives or setting up facilities to produce them, arranging for storage and distribution of contraceptives, writing scripts for radio programs and other mass media. These objectives are the specific final actions against which the success of the program can be eventually measured.

Once the target population and objectives have been identified and described, the goals should then be measured against the target population in order to measure the gaps between what exists now and what is desired for the future. Methodology is then selected which will best bridge that gap.

The participants generally agreed with the concept of literacy as one of a group of communications skills that should be used in relation to the target population and the objectives of the program.

One debated point was the degree to which a literacy program must itself be situation specific. Once literacy is selected as a tool, how closely should the materials of literacy relate to the actual situation of the learners? Most participants agreed that materials should relate as closely as possible to the present experience of the learners. In early stages of abstraction, the simplest terms and concepts should be introduced. This does not mean, however, that no concepts are to be introduced that go beyond the present experience of the adults. In the Thailand program, for example, the materials are designed not only to teach what is close to daily life, but to teach that literacy can change present concepts of life. This requires greater complexity. But adults do not mind complexity if they are learning something they can use. When they are not able to use the material they learn, they become bored and drop out.

The sophistication of the illiterate is often underestimated. However care must be taken to avoid misunderstandings that sometimes arise when abstractions are illustrated. Experience indicates that the best materials are those that are simple and realistic.

Following this consideration of concepts and methodology the participants broke up into working groups to discuss the question of target populations and objectives for each specific program. The

results of the meetings (included in Appendix C) were utilized later in a session evaluation of progress according to program objectives. Despite some remaining questions about basic concepts, the participants moved on to descriptions of the programs already underway in the Philippines and Thailand, and to technical aspects of program implementation. It was felt that many points would be clarified in the light of actual experience emerging from this presentation.

PREPARATION OF MATERIALS

This chapter describes the approaches used by Thailand and the PRRM, and brings up some of the questions and comparisons emerging from discussion of these approaches. They focus on the basic materials being prepared for use with illiterates, as well as the teacher training manuals which are being developed for use with these materials.*

Since the idea of teaching family life planning through literacy and other functional education programs is relatively new, few materials now exist which can be copied or adapted for this type of program. Perhaps this is fortunate, for effective materials can now be produced to suit new needs without being hampered by any established method or approach.

This was a recurrent theme at the Bangkok Consultation: each situation requires an approach tailored to the goals of the project and the characteristics of the people who are to be reached. No program presented at the Consultation was the same as any other. Attempts were constantly made to show the unique relationship of method and materials to the type of population being served.

Possible other materials and descriptions of approaches were brought in by other participants. Books and other materials were supplied through the generosity of UNESCO/Bangkok and World Education. These materials were all displayed in a "mini-library." A bibliography is included in Appendix D.

Thai Materials:

The Thai materials were designed with the following criteria in mind:

1. Teachers recruited for the program cannot be highly paid, nor is teaching adults their main occupation. They therefore have little time to devote to learning to use a new set of materials in their adult literacy classes, particularly when these materials include much new information regarding technical subjects.
2. The materials must relate to the daily life of the people. They include specific information about agriculture, family planning, health, and other topics. They are chiefly aimed at changing the attitudes of the rural adults, so that the new information will be accepted and translated

*A more detailed description of these programs and samples of the materials is attached.

into proper action for social betterment.

In designing these materials, the Thai project team first surveyed the people they would teach -- their occupational interests, cooking habits, housing arrangements, child-rearing practices, beliefs and attitudes, etc. This team visited adult literacy classes in the two changwads, Lampang and Prae, where pilot projects will begin this year. They interviewed villagers living there and took photographs regarding the living conditions of the people. They were interested in the health, economy, occupations, and community involvement of the people interviewed.

A team consisting of representatives of the project staff, USOM, and experts from the Ministries of Agriculture, Health and Education drafted a curriculum outline based on the information gathered in this field survey. It included basic concepts which the program would try to communicate regarding agriculture, health and family planning, financial home management and civic responsibility.

A set of reading cards was then developed by the project staff utilizing these concepts. The concepts had first been reviewed and revised by a Committee for Curriculum Development and Textbook Writing. These cards are to replace the traditional primer. Instead of a book, the learner receives an empty loose-leaf binder and only his first lesson card on the first day of class. As he progresses, he receives more cards to put into his book. The learner thus measures his own progress throughout the course. He is not faced with a thick sheaf of many strange pages on his first day, which might tend to discourage his efforts before he begins.

Some 225 cards have now been developed for testing in the pilot project. They include content cards (reading and arithmetic), exercise cards, and seat work cards, arranged in lessons covering related concepts. Each content card contains a photograph and key word on one side, and an explanatory text on the reverse side. The text is "programmed" and focuses on a specific message relating to the student's daily life.

"Programming" for these cards means simply that a short text is presented relating to the topic to be studied and carrying further the discussion which is begun through the picture on the reverse side of the card. This text is programmed by leaving blank some of the words which must be filled in as the text is read. The reader can check his responses immediately by uncovering the answers printed beside the text.

The Thai approach uses programming for several reasons. First, it

offers opportunities for individualized instruction as well as for group approach to be used in instruction. Students can progress independently if they have the ability to go beyond the level of the entire class, which must take into account the pace of the slower learners and of those who attend irregularly. Programming also systematically presents ideas and reinforces concepts as soon as they are learned. The Thai material modifies traditional programming by including this reinforcement as a part of the informational text, rather than in a separate question and answer section.

Another reason for the use of programming relates to the problem, already stated, of teachers who do not have the proper informational background or a great deal of time in which to learn the material they present. Most of the teachers in the Thai program teach in the regular school system by day, and take on evening adult classes as a second job. This programmed approach hopes to eliminate their need for preparing detailed lesson plans.

Teachers learn to use the programmed method through special teacher training seminars. In addition, teachers can learn to use this method individually through the Teacher's Manual itself, which is also programmed. The Manual helps the teacher learn by doing as well as by studying the new approach. The Manual explains the card, recommends a method for using the materials, and emphasizes this approach to learning. The teacher learns the content of the reading materials by the use of the cards which the students are to read.

The technical information on the cards is, of course, very simple. The Thai materials aim at changing attitudes and this is the teacher's primary goal. Community experts on agriculture, health, family planning, and related fields can always be brought into the program to assist teachers in providing the more technical aspects of the topics under consideration.

The approach to reading is global rather than phonic, focusing first on ideas, paragraphs and sentences rather than on emphasizing individual sounds or words. The success of this approach relies heavily on the discussion which is to be stimulated by the photographs and pictures to which adults can relate because of their interest or prior experiences. Even if these adults do not learn to "read" in the accepted meaning of the word, they should still be able to "read" the material on their cards, if only because they have memorized the content or recall the discussion through the photograph. In many cases, these cards are the only reading materials to which these individuals will ever have access. For

this target population -- which requires only minimal reading and writing skills -- the message becomes more functional than the need to read and write extensively. This point of view needs a great deal of further study and testing, as to whether it will satisfy either the individuals or the nations interested in establishing true proficiency in literacy.

Following the presentation of this method and the materials for implementing it, several questions arose. In response to a question on field testing, it was explained that the materials were pre-tested in a few adult education classes in Bangkok, but that the real testing would come when the materials were tried out in the villages.

It was further pointed out that individual cards could be adapted or added to fit different regions of the country. The cards, with some revision, will be distributed in a specific order to the teachers, but they will be instructed to adapt this order to the needs of their classes. The present experimental materials already include different sets of cards for regional variations in agricultural needs. In the future, cards can be varied for other subjects also. For example, cards on family planning may require adaptation for different religious groups being taught.

The time required to teach all 225 cards is not yet known. This is one of the several questions to be clarified through actual field testing. In the past, the Thais used a shorter text for teaching literacy. The new materials may require a great deal more time than was previously allotted. However, one advantage of the card method is the possibility of shortening the text with little difficulty, should this prove necessary. Selected cards can be removed without upsetting the sequence. In the field testing, timing and card adjustments will depend on the judgment of the teacher.

There was a question about the cost of continual production and distribution of these cards. It had been established that cost was a problem, and that inexpensive ways of reproducing the cards were now under study. However, while the initial cost is high, the cost in the long run is less than that of materials in book form. These cards will probably be the only reading materials many of the adults will ever have access to, given present limitations on the production of suitable follow-up materials.

PRRM Materials:

This presentation opened with an explanation of the function of the Philippine Rural Reconstruction Movement. The PRRM carries out three major goals -- experimentation, training and extension --

through an integrated four-fold program which teaches adults about their means of livelihood, health, education, and self-government.

The project in literacy/family planning education began in July, 1970, following the India Workshop mentioned earlier. The materials which have already been developed for the project have been used from September to December 1970 in eight pilot barrios, and now are ready for review and modification.

The materials depart from the traditional syllabic method for teaching reading which the PRRM had been using for the past 18 years. The traditional method is the same one being used in the formal schools, and does not focus especially on the needs of the adult learners in its content. Therefore, the PRRM has now developed new materials focusing on content related to family life planning as a need of their target group.

The PRRM materials also depart from the primer approach, although their materials are not put on cards. Students receive individual lessons on standard-sized paper in sequential order. The entire set of materials includes 11 lessons of 43 parts, and requires 160 hours of teaching time, usually spaced in 3 1/2 hour sessions 5 days a week. A total of 193 syllables are introduced at the rate of about 4 syllables a day. Students learn approximately 15 new words a day, building up a final reading vocabulary of 614 words.

Before these materials can be more widely used, they will have to be adapted to the 87 dialects used on the various islands. In addition, field testing has already indicated a number of suggestions for revision, including stronger emphasis on the family planning sections of the primer with more material on nutrition and maternal and child health.

The present project is being carried out in eight pilot barrios, selected on the basis of several criteria which include: willingness to carry on the project by the people of the village, transportation, nearness to the PRRM headquarters, and availability of support services such as clinics. Furthermore, the barrio must assist in setting up a local Literacy/Family Planning Council composed of various leaders of government and private organizations to advise the PRRM on the project.

Once the barrio is selected and the Literacy/Family Planning Council has been set up, teachers must be found who meet recommended standards of age, education, sex, etc., depending on the groups to be taught. Teachers then receive in-service training for the

project at PRRM headquarters, consisting of about a week and a half of lecture and discussion on teaching of adults, the materials themselves, and family planning education concepts.

The PRRM materials include reading content sheets, which are in both prose and poetic form, seat-work and writing sheets. The typical lesson follows this procedure:

1. A picture or situation within the experience of the learners is presented to stimulate discussion.
2. The learners are then led into a discussion about the picture/situation. During the discussion the teacher tactfully guides the students toward the purpose of the lesson. Team teaching is brought into the course when these lessons involve health, sanitation, and family planning.
3. Based on the discussion, the teacher now brings the attention of the learners to the reading of syllables. A set of syllables are to be studied every day. These syllables are found in the story written about the picture/situation. Through the use of flash cards, pocket charts and flannel boards or other mechanical devices, the participants are drilled on the reading of the syllables. Once they have mastered the syllables, they are guided in the formation of words and sentences, making use of the syllables mastered. The teacher tries to lead them to the formation of words which are to be used in the story to be read. This eventually leads to the reading of the story.
4. Writing: At this point the teacher presents four possible ways of writing the words. The learners choose the form they prefer. Writing sheets are prepared for this purpose.

Poems are used liberally throughout the PRRM lessons to involve the class in discussion and to demonstrate both the ideas being communicated and the language itself. Short sections of the poem may be used in individual lessons. The full poem is then used at the end of the unit as a culminating activity to draw together the message of the entire unit.

The Teacher's Manual contains a section on the characteristics of the adult teacher and the adult learner, detailed guides to each lesson, a guide to poem discussion, a guide to test giving, and suggested variations in the procedure outlined in the manual.

In addition, the Teacher's Manual includes an evaluation form, which the teacher is asked to fill out daily in order to determine the effectiveness of the method. The form includes details about the class, summary of content taught, and suggestions for improvement.

Since the inception of this program, there are some indications that it is producing results. While there is no guarantee that social change will be brought about through this method, tests and classroom discussion have indicated a beginning in attitude change.

The group briefly discussed various aspects of the PRRM method in contrast with the Thailand approach. In the Pilipino language, teaching by the syllabic method makes it very easy for learners to go on to learn new words. The Thai approach, on the other hand, concentrates on teaching a few basic words instead of teaching syllables. However, the Thai method relies on the combination of the photograph and the group discussion, along with the key words, in assisting learners to understand the message. In the PRRM program, there is heavy emphasis on making adults literate; in the Thai approach, the emphasis is on creating social change through supplying basic information, with literacy training receiving minor emphasis.

Another question which came up in relationship to these materials was the problem of transition from the printed word to cursive writing. The Thai materials introduce printing first because most books and newspapers are printed. The PRRM method allows a choice of written or printed forms. The PRRM asked their students which form to introduce in their materials. They found that the students wanted to learn some cursive writing even though printed material is more prevalent. So while stressing the printed form, the PRRM does provide some exercise in cursive writing to satisfy the students' desires.

The Consultation then moved on to a discussion of audio-visual aids. Both the PRRM and Thai approaches rely heavily on the pictures and photographs presented in the materials themselves as aids in teaching concepts and reading skills. These pictures attempt to represent situations which relate to the lives of the adult learners. It was agreed that audio-visual aids are effective only if they do present a concrete situation which assists the learner to understand and to remember the message being communicated. Illustrations in text materials, supplemented by films, filmstrips, tape recorders and other such aids, if utilized properly, can fill this need.

Of special interest to the participants was a new type of projector called the Crusader, which can be used without electric current and which can be used to project all sorts of self-made materials. This machine, because it is cheap and adaptable to many areas where electric power is not available, can be of great advantage as a supplement to regular text materials.

The preparation and use of such materials are discussed in the following section.

USE OF AUDIO-VISUAL AIDS

As has been indicated, much interest was shown in the Crusader, a new inexpensive projector which is operable without electric current. Details of where this product can be purchased, costs, and various methods for supplying power are furnished in Appendix E.

The creation of self-made materials which are inexpensive, readily available, and relevant to a particular program was stressed in connection with the use of such equipment as the Crusader. A major drawback of audio-visual projection equipment in the past has been the scarcity, irrelevance (to rural audiences) and expense of materials for use with it. The Crusader can project a wide range of relevant materials which can be easily made or obtained for use with it: photographic slides of any sort; horizontal, "double-frame" filmstrips; "do-it-yourself" handmade filmstrips.

Regarding self-made materials, this machine will project extremely well any images which are drawn, written, or otherwise reproduced on any kind of transparent plastic strip. This strip is then advanced in the filmgate in the same manner as a regular filmstrip. It is this last feature which allows the projector to be used in much the same way as a small overhead projector and allows a wide range of instant, do-it-yourself type strips to be made. The clear plastic used for this purpose can be of any sort: cellophane, clear cigarette wrappers, acetate, etc. The most practical material available for most purposes is the clear sheet plastic (polyvinyl) which is sold in large three-foot rolls in the hardware or fabric stores in almost every country, where it is used for many things, including table or furniture covering. The amount needed for a meter-long filmstrip costs about 4 cents.

Drawing on the plastic is done with India ink and a common "dip" or fountain pen point. (Permanent type magic markers with fine points can also be used.) Some simple details on how to make these hand-drawn strips are described in a free manual available from World Neighbors.* It includes a large selection of drawings which can be quickly traced directly onto the plastic. The topics include rural agriculture, health, and family planning.

Other ways to produce these instant filmstrips include: sealing slides onto the plastic with tape, and the mass production of drawn filmstrips on office copy machines (by printing on plastic

*"World Neighbors Visual Aid Tracing Manual" available gratis from World Neighbors, 5116 N. Portland, Oklahoma City, Oklahoma 73112 U.S.A.

sheets instead of paper), utilizing machines costing as low as \$30.00. Space does not permit details here. A manual is being prepared with this information which will also be available from World Neighbors.

Regular filmstrips made photographically are also inexpensive, thanks to modern film processing. Copies can be produced for under \$.75 (U.S.) in black and white and a little over \$1.00 each in color.

There is a way to simplify the creation of filmstrip. Primarily, it involves taking pictures of good materials which already exist in the form of other media. The resulting slides, which can also be used as they are for other purposes, are then sent to a photo laboratory which prints filmstrips. Among other things, one can photograph flipcharts, posters, flannel board presentations (in sequence), pamphlets, and puppet shows. In most of these cases the script is already prepared, so that the only work involved is taking the pictures.

Another way to avoid starting from scratch in making filmstrips is to write a rough script and then locate existing photographs which can serve to illustrate it. Literally thousands of applicable photographs exist in almost every country, and a couple of days search through photo libraries in some of the following will yield enough pictures for a number of filmstrips: newspapers, magazines, embassies, U. N. agencies, various government ministries, T.V. stations, and amateur photo clubs.

Many amateur photographers are very competent, and willing to help in filmstrip production.

From the above it can be seen that materials for the projector system can be produced at all levels of a program: at the local level, hand-drawn or traced; at the regional level, photographic slides, copy machine mass production, and production of tracing booklets for field workers; at the national level, production of regular photographed filmstrips.

A large number of regular photographed filmstrips are available, priced at one to two dollars. These have been made in the developing countries and cover the common topics of rural development. A catalogue of these is available free from the World Neighbors (See above address). One filmstrip or slide set can serve many different audiences by changing the accompanying written script. The use of film strips permits great flexibility for use with village audiences, since the time devoted to any one frame can vary with interest and with the need for explanation.

Further advantages of using this type of equipment and materials are that the Crusader and batteries weigh only a few pounds, and filmstrips are light, and easily mailed at a small cost. The filmstrip projector is ideal for field worker use. Little or no instruction is required to learn how to use it.

The message of a filmstrip can be made much more effective if it is put into several accompanying mediums. The script, of course, is already prepared, but in addition, one can prepare some or all of the following: posters to announce the showing, a written introduction to the strip, tape-recorded script, questions to stimulate discussion after the showing, an illustrated take-home (mimeographed) pamphlet. The idea, of course, is to present the same pictures and the same message in as many media as possible and to provide the field worker with aids for presentation and follow-up. The illustrations for the poster and pamphlets are easily projection traced.

Instant posters, flipcharts, pamphlets can be quickly produced by projecting a slide (made either with a camera or hand-drawn) on a large piece of paper. By tracing around the projected image, an "instant poster" is produced. A filmstrip can be made into an "instant flipchart" in the same way.

Visual aids can substitute for actual experience. Given a small farmer who has been successfully using fertilizer, or a new seed, the ideal method of extension education is, of course, to bring all nearby farmers to see his fields. But this is seldom possible. The next best thing is to show them photographic slides of the innovative farmer standing amidst his larger plants. Even better is to play at the same time a tape recording of the farmer explaining his use of the fertilizer and problems connected with its use.

In a similar way, the best extension agents, health educators, etc., can be "packaged" for wide distribution. Slides are made from their effective flipcharts, and their talks are taped. This is analogous to what is done with the best teachers on educational television.

Entertainment should not and cannot be separated from "education", and the filmstrip projector is an ideal way to combine the two. In addition, it can be used purely for entertainment purposes, perhaps as part of a larger educational presentation. Some examples:

- illustrating the legends and tales of the village story tellers;

- projecting enlarged drawings of local artists, many of whom are enthusiastic about seeing their work in this new medium;
- evening screenings of drawings made by school children;
- providing accompanying pictures for the village music group, especially during festivals;
- projecting the pictures, slides or drawings, for cultural, historical, or travelogue presentations in much the same manner as the popular "magic lantern" talks in the U.S. of years past;
- providing the light source for a shadow play or shadow puppet play by shining the projector on a sheet from the rear;
- projecting favorite comic strips which are traced onto the plastic filmstrip;
- projecting some living moving insects; it's delightfully scary to see them projected large on the wall. The filmgate on the CRUSADER projector is wide enough to hold several insects put in a loose envelope made from cellophane, clear plastic, or cigarette wrapper. There is lots of room for them to move. Insects which are active in the daytime usually are best since it is light in the projector. In a more serious atmosphere, some insects are useful for education purposes.

One of the most important uses for filmstrips in development programs is to combine them with a radio program which broadcasts the script at specific times. Scripts can be narrated or embellished with music, dramatic dialogue and sound effects. In this way even relatively untrained villagers can be utilized to advance the filmstrip from picture to picture, and perhaps also serve as a post-screening discussion leader. The filmstrip may constitute all, or only part of, the radio program on the particular topic.

A further development of this concept is the Media Forum. In the Forums a message on development is presented to a locally-formed forum group via a filmstrip. This is followed by a discussion among the local members, and then hopefully appropriate action by some or all of the members on a development project.

Following this discussion of the Crusader Projector, a training session on the use of the Crusader and the preparation of self-made materials was conducted. Participants saw the Crusader in use, and made their own slides, etc.

Among the questions brought out through discussion was the degree of detail of anatomy and physiology which is required in explaining family planning concepts to villagers. It was agreed that many times the most effective communication on this topic is done with little actual reference to medical terms and complex biological concepts. Indeed, a person who needs an aspirin does not need to know how the aspirin works; he only has to know that it does alleviate his pain. Similarly, knowledge of the technical side of family planning is not always necessary for its practice. Frequently, the most effective means of communicating physiological concepts have been through simple analogies to fruits and animals known among village people.

Whatever the merits of materials being used in teaching, little learning would actually result from their use without a teacher to assist the students in the learning process. The next section of the report concentrates on the teacher: his background, knowledge, and his proficiency in the use of these various materials.

TEACHER TRAINING

Since the teacher is generally conceded to be the key figure in any program which is set up to promote literacy and family planning among adults, a great many considerations must be given to the selection, the training, the supervision and the retention of the teachers involved. Because of the large numbers needed to carry on such programs and because funds are usually insufficient to provide properly for an adequate staff, the problems become difficult to solve. This is particularly clear when one considers the type of teacher needed: one who understands the psychology of the adult learner; who intimately knows the language and the culture of those to be taught; who has a basic knowledge of what is involved in family planning education; and one who can stimulate and motivate the learners in accepting concepts which may be strange and even controversial.

The participants broke into small mixed-country groups to discuss six basic questions concerning the teachers needed for programs which can expect even modest success in achieving literacy/family planning education. A general session followed in which conclusions were shared. While consensus could not be achieved concerning the best ways of answering each question, discussion brought out a number of points of view. The methods adopted by any national or regional group will depend upon a number of considerations which must be weighed in each situation. The general session ended in further discussion of specific training manuals designed for the Thailand and Philippines programs.

Following are the results of the small-group discussions:

1. Who are the best candidates to be selected for teaching literacy/family planning education classes?

There was some agreement that young, unmarried women are the best potential source of teacher supply in most countries. The candidates must understand, and preferably be, members of the community and of the culture group they are to instruct. There was partial agreement that all should have at least a high school education, although a few participants felt that it would be possible to attract candidates with a higher level of education.

Some participants held out for recruiting only men teachers, preferably married, to instruct men's classes. The mores of the culture group concerned would be the determining factor in making decisions about the sex and the marital status of teachers suitable to carry out this kind of instruction for a particular group.

2. Should teachers for the program be chosen who have already had training and experience as teachers, usually in the primary schools?

There was much debate concerning this issue. Some participants did feel that primary school teachers might be the best source of supply. Others argued that such teachers are already overburdened by work with children, that their teacher preparation is inadequate and, because it has been aimed at working with children, it would be a liability rather than an asset in dealing with adults.

The group did agree that all candidates must be prepared in understanding the psychology of the adult, in knowing the fundamental structure of the language to be taught and in knowing the basic facts of family planning education. Therefore, added training must be given to all teachers presumably ready to begin working with literacy/family planning programs. Teacher training presently does not prepare teachers for all these responsibilities.

3. How can teachers be recruited, and what arrangements must be made for them within the local community?

Advertising for teachers and recruiting among high school graduating classes were discussed. The importance of finding teachers among the population where they are to work was strongly stressed. To accomplish this, recruitment should be carried out with the help of officials at the local level. Cooperation with community leaders must always be assured: recruiting the students; providing a suitable place for classes to meet; sometimes arranging for living accommodations. Teachers should not be asked to assume responsibility for more than teaching the class.

4. What are the important components of the training to be given?

Length of training will vary with the type of candidates recruited. Those of better educational background will need less time, but three months seemed a minimum for all types of trainees.

As has already been pointed out, background information concerning the main facets of family planning education must be covered in the program. This will include matters of hygiene, health; simple economics, agriculture, and related subjects. It will be important to explain the work of other social agencies usually found at the local level, and to acquaint them with the resources and services to be obtained from these agencies.

Knowledge of the basic structure of the language to be taught in the literacy program must be made clear. Here it will be important that the students understand the methods and materials developed for their use in the primers and related reading materials. The materials to be covered by the adult learners and the teachers' manual must be thoroughly understood. Since the use of audio-visual aids is stressed in all the programs currently being developed in the three countries represented at Bangkok, some attention must be given to their production and proper use in connection with the printed materials developed.

A second fundamental feature of the new programs being developed is the method of group discussion used in building basic concepts and understandings of family planning education. Since this skill is best learned through actual practice rather than by theorizing about it, instructors of teacher training classes must actually use this method with the groups they are instructing. Because this method has not been widely used in the previous school experience of most of the trainees, it will take ingenuity and perseverance on the part of instructors to insist on this method as a means of instruction.

Training must include practice teaching under supervision, and some field experiences for becoming acquainted with other social agencies operating at the local level, particularly health agencies.

5. What provisions must be made for helping the teacher on the job?

Provision must be made for supervision of teachers on the job, for supplying them with new materials, for setting up conferences and refresher courses on a planned basis.

There must be a constant effort on the part of those guiding the program in literacy/family planning education to coordinate the efforts of these teachers with those agencies in the community concerned with health, agriculture, and the education of children and youth. This will enrich and strengthen all efforts in bringing about an improvement in the quality of life which will become evident to the community.

6. What are the best methods for keeping trained teachers over a period of time?

All participants agreed that providing incentives through salary increases for continued service would be best, although least possible under present condition. Some simple scheme for giving

public recognition and awards for staying on the job is a possibility. Certainly many teachers would not leave if they better understand the significance of their work, and were able to achieve success in it. Furthermore, giving experienced teachers a role in helping train new recruits would recognize their talents and give relevance to the training program.

On the following point there was almost complete agreement by all participants: to recruit the highest quality of teachers possible, and to train them adequately, represents the greatest challenge to a successful program of literacy/family planning education. Only to the degree that this can be done properly, will all other efforts be successful.

Following this general discussion, the group moved to specific questions regarding the training for the present ongoing programs. One major question discussed was whether emphasis should be placed on teaching teachers the content of literacy/family planning programs, or whether they should be well versed with the method of teaching. The Thailand Teacher's Manual stresses method, in the expectation that teachers can teach themselves content as the class progresses through these programmed materials.

The Thai approach is a departure from the traditional method. It is an experiment based on the limitations of teachers in the program who are teaching adults only as a second job; and on the problem of finding the large number of experts who would be required to teach in a rural program where teaching centers are far from one another and difficult to reach by ordinary transportation. The degree of success for this approach will soon be determined through field testing.

The group debated the question of what it is the the adult learner is looking for: does he look for a teacher who know only the minimum of content, but who can teach reading and writing very well; or does he seek to gain knowledge about the outside world through a teacher who knows his subject matter well, even though he does not devote full time to teaching of reading and writing? In other words, does an adult learner come to class to learn how to seek knowledge himself through facility with the tools of reading and writing, or does he come because he is going to learn more about the world he lives in through the teacher. The group could not reach a unanimous conclusion. Participants seemed to feel that teachers must know a minimum of the content being taught in order to be effective, although no one could define how much is a minimum. The Filipino group indicated that their experience would support the need for a basic knowledge of subject matter, although full details need not be known by the teacher.

Supplementary materials are being used in both the PRRM and the Thailand programs to assist teachers in explaining the concepts of family life planning. In addition, the group felt that local community experts from various fields, particularly health and agriculture, should be drawn upon in supplying additional technical advice to the adult learners.

Since a good deal of the content of the courses in question have to do with family life planning, the group spent some time discussing the scope of this subject in relationship to teacher training. In general they agreed that the interpretation of family life planning must be broad, although the teacher must be aware of a particular concern of the effect of family size on all aspects of family life. The Thai materials, for example, cover four areas of life-- agriculture, health and family planning, financial home management, and civic responsibility. The four areas are integrated into the lessons without segregating the specific concepts into four separate sections of the reading materials.

The group concluded that while they could picture the ideal in teacher training, they had to work within the limitations of reality, and set their priorities accordingly. One teacher cannot know all things, but he is not the only educational agent in the community. He can, and should, draw on these other sources in an effort to enrich his classes and eliminate duplication of effort.

The group then moved on to discuss ways of drawing on the resources of the international community, i.e. the role of agencies such as USAID, UNICEF, UNFPA, and FAO in their programs.

ROLE OF INTERNATIONAL ORGANIZATIONS

Many national governments are intensely interested in promoting programs of literacy and family planning, and have made budget and personnel allocations to carry on work with their own populations. To supplement their efforts, a number of international organizations have likewise committed funds to aid in these efforts.

Representatives of UNESCO, UNICEF, and FAO explained to the delegates of the Consultation how their agencies might be of aid in national programs. An additional source of help from the U.N. is the United Nations Fund for Population Activities (UNFPA). The United Nations Development Program coordinates all requests for funds to the UNFPA.

Representatives of private organizations—from the Ford Foundation, and from the Population Councils of Taiwan and of Thailand—outlined their programs. USOM (the United States Agency for International Development in Thailand) and USAID (the similar organization in the Philippines) sent representatives who were present throughout the Consultation and who volunteered various sorts of consultative and supporting activities within the country being served by the agency.

The principal agency for consultative and outside fiscal support of the programs in Thailand and in the Philippines is World Education, Inc. In assisting a country or an organization within a country in an approved project, World Education can provide technical assistance and small amounts of money for various needs.

One of the most important steps in requesting assistance from any organization is writing up the request. Each agency follows a particular format with which the requesting agency should acquaint itself.

Before funds can be provided to a country, the request must be approved by the coordinating or planning agency in the country. It is important to clearly establish the allocation of support within the country in making a request for support to an outside agency.

Each country and each agency within a country should carefully canvass all national and international agencies which have special interest in literacy and family planning projects within the country. A case in point is Swedish International Development Authority (SIDA) which carries on a program in the Philippines to supply goods and materials.

One of the most significant features of many international and private agencies is the statistical information which is gathered and disseminated. Many free and low cost publications are available from them.

EVALUATION OF FUNCTIONAL EDUCATION FOR FAMILY LIFE PLANNING

Evaluation in education has always been treated as a foster child, as a sort of afterthought. It was an activity to which low priority was accorded. Only after a program or portion of a program was completed did its designers turn to evaluation. Consequently, adequate tools for evaluation in education are everywhere lacking.

In no aspect of education is this lack of evaluative tools more clearly felt than in adult education, and within adult education, in the specific area of basic literacy or functional education. There is a growing literature on how to evaluate, but still a dearth of actual field evaluation in which the tools developed have been put to the test.

Educators do agree, however, that evaluation is important. It is seen as having three main purposes:

- 1) to determine the success of a program;
- 2) to give guidance on revising or changing the program;
- 3) to disseminate the program.

In the first instance, the primary aim is to determine the degree of success of a program. In the second, evaluation is used to indicate the areas where revisions need to be made to make a program more effective. Finally, the third of these objectives is one of dissemination, of providing prospective program planners with information that can aid them in arriving at decisions as to the type of program they wish to initiate.

All these objectives necessitate some form of evaluation at each stage of the program to provide a total picture. Thus, for example, the real success of an educational venture cannot be determined if one is not aware of the characteristics of participants prior to the onset of the program. Similarly, one cannot know exactly where revisions need be made unless he is in possession of proper evaluative information regarding each successive stage. For these reasons it becomes imperative to think of evaluation of a program in terms encompassing all aspects of a project and accompanying all phases. This, essentially, means that evaluation cannot be left to the termination phase, but must begin at the outset.

Participants considered an outline of the evaluation process, which is included as Appendix F. Most of the discussion centered on the early or initial stages of evaluation in a functional education for family life planning program.*

The evaluator's first task is to translate the objectives of a program into evaluative criteria. Since evaluation does not exist in a vacuum, but rather is anchored in the program itself, the evaluator needs to be armed with a series of detailed objectives. Setting up evaluative criteria entails the translation of these objectives into measureable points of departure. A general objective, for instance, might be phrased as follows: "To enable participants to understand the uses of and adopt contraceptives." This is a broad objective that needs to be broken down more specifically. The details of such an objective might read as follows:

* In-program and terminal evaluation are discussed in detail in UNESCO's forthcoming publication: Evaluation of Experimental Literacy Projects (Manual on Youth and Adult Education # 6).

- 1) To instill in participants an awareness of family life planning and its significance;
- 2) To foster attitudes conducive to the adoption of family planning procedure;
- 3) To disseminate information on the various types of contraceptive methods;
- 4) To get participants to visit family planning clinics.

Each of these points spells out a specific task called for by the general objectives, expressed in behavioral terms. "Behavioral" means simply a concrete action to be taken. From these behavioral objectives the educational content of the program is determined.

Similar details need be given each of a program's predetermined objectives. Indeed, if specific objectives are lacking, it is at this point that they should be determined, for these detailed objectives become the points of reference against which the program can be evaluated over the course of its duration. In this way, the director receives continual feedback as to whether the objective has been obtained, when it was obtained, and how.

It is evident from this that general criteria alone are insufficient for arriving at a terminal evaluation. The evaluation must also have a specific information base from which to proceed. This information base, or "base line data" provides the evaluator with pertinent data about the participants before the program actually begins. He is then able to measure change and advancement in relation to a base line derived according to the same criteria as those he wishes to evaluate.

What is called for, then, is a survey of the target population according to the final criteria. Quite apart from the evaluative uses of the resulting data this research is essential to the actual charting of the program itself. The base line survey is thus primarily a form of pre-program research. The research consists of designing a questionnaire in which each of the criteria is translated into a specific series of questions aimed at discovering the knowledge, skills, and attitudes of the participants prior to instruction. An example of such a questionnaire is that used in a pre-program survey in Thailand. (See Appendix G).

Each question relates to a specific set of criteria. Some are merely informational, such as age, sex, etc. Some are attitudinal, in which an attempt is made to discover the current attitudes of participants towards the areas of program concern. Some attempt to determine the degree to which participants have prior knowledge of the materials to be covered by the program. Still others attempt to find out to what degree participants are able to think abstractly. The answers to these questions provide the evaluator with an over-all picture of the target population, its characteristics, motivations, attitudes, and knowledge. Armed with this base line information the evaluator will be able to relate any subsequent evaluative activities to a clear notion of the pre-program situation.

This introduces into the evaluation a comparative aspect. The process can be envisioned as follows: a diagnosis of the situation is made, treatment is administered, and the effect of that treatment on the diagnosed situation is determined. The base line survey is therefore a crucial element in evaluation. Adequate provision should be made for the conduct of such pre-program surveys in the over-all plan of activities undertaken.*

Determining general criteria, detailing specific behavioral tasks, and carrying out of the ensuing base line survey are imperative first steps in the evaluative process. Without them any subsequent attempts at evaluation will be seriously impeded. The entire field of program evaluation is one that has yet to be explored fully. Nevertheless it is clear that once a program has begun, it is too late for the pre-program steps to be undertaken. Having too much information is better than having none. It is strongly recommended that these initial stages of evaluation be implemented in all adult functional education programs for family life planning as an integral part of the program design.

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- * An alternative to the questionnaire approach just described is a form of pre-program evaluation designed by Paulo Freire, that entails the generalization of "generative themes." These themes are discovered in a process of dialogue that is conducted between potential participants and the program originator. The method is detailed in Freire's book Pedagogy of the Oppressed (New York, 1970).

FUTURE PROGRAM PLANS

The last day of the program was set aside for in-country planning groups, and reporting sessions on future plans. Various groups had already considered future plans prior to coming to the conference, and spent some time at informal evening or free-time sessions developing them. Following are the highlights of future plans for each country.

Indonesia:

The participants from this country drew up a proposal in which the Directorate of Community and Adult Education, Ministry of Education and Culture, and the National Coordinating Board for Family Planning would cooperate with World Education and other agencies over the next year to establish a Project Support Communications Service in family life planning. The service will consist of a learning materials center for out-of-school family life planning education which will provide facilities for designing, developing and producing educational materials on family life planning; and which will carry out research in the evaluation of instructional materials and other media for use in out-of-school education for family life planning.

The purpose of the Project Support Communications Service is to provide a centralized system in which all research, design and instructional materials development activities for out-of-school family life planning will be focused. It will coordinate efforts of all Ministries and private groups, and services will be available to both public and private agencies.

The Project Support Communications Service will not itself carry out any family life planning projects in the first year. It will, however, support efforts in Indonesia to train midwives in family planning, and to hold a national training seminar on out-of-school population education, expected to be held in the fall of 1971.

In the second year of operation, it is expected that the Service will be transferred to the Directorate of Community Education where it will concentrate its efforts more specifically on literacy and family life planning programs sponsored by the Directorate. Responsibility for interministerial and inter-agency communications coordination, which the Service will initially handle, will then be taken over by the National Coordinating Body, which provides nationwide coverage with a significantly larger budget and staff.

It is also expected that by late 1972, the Directorate of Community and Adult Education will have assumed total responsibility for all out-of-school family life planning activities of the Ministry of

Education, and that it will require a full-time Project Support Communications Service of its own. This would seem the logical outgrowth of the present proposal.

Specific objectives of the Service for the first year include:

1. To identify the most effective and suitable communications media and materials appropriate for use with specific target groups and population;
2. To produce instructional materials, prototypes for use in radio and television, movies, newspapers, magazines, literacy materials, and classroom situations;
3. To design and carry out research and evaluation on the effectiveness of various family life planning instructional materials among selected groups;
4. To develop a permanent exhibit and learning materials center containing instructional materials for family life planning, the contents of which can be utilized both for traveling exhibits and as a documentation/instructional resources center.

Philippines, Bureau of Public Schools:

The main focus of the Bureau of Public Schools in the coming year will be the production of materials on family life planning for use in the adult literacy/family planning classes and the training of teachers in the use of these materials.

A national workshop, sponsored with the assistance of World Education, will be held in June 1971 to focus on in-service teacher training and production of written and audio-visual aids. For example, scripts will be produced for use on radio broadcasts. The National Media Production Center, assisted by USAID, will help the Bureau of Public Schools in production of these materials.

The Bureau of Public Schools plans to prepare materials on family life planning which are supplementary to existing literacy materials being used. This would consist of additional graded reading materials which can be inserted into the present curriculum without too great an interruption in teaching patterns. Population education material has already been included in the formal school curriculum (See Appendix D), so that extension of this concept, to the adult education level is natural, with appropriate adaptations to the more specific needs of the adult audience.

Philippines, Philippine Rural Reconstruction Movement:

The PRRM plans to enlarge the scope of their work from eight to sixteen barrios in the coming year. This can be done without adding personnel to their administrative staff, although new teachers will be recruited. Since it has been demonstrated that local advisory committees are so important a factor in making local classes effective, the PRRM feels it necessary to train local leaders in developing sponsorship roles at this level. In addition to training at the local level, the PRRM feels the need to plan for the orientation of leaders of national civic groups to the project for full success in the future. Training of leaders at all levels is important to the phasing out of PRRM's active role, and transferral of leadership to these agencies.

The PRRM also agreed to try to set up control groups in the villages where its classes were being conducted as a further means for evaluation of what is being accomplished through its program.

Sources of funding other than World Education will be sought for production of materials for the project. The National Media Production Center of USAID can assist them, and other international groups will be approached for help.

Thailand:

The Thai participants are in the process of completing their materials and teaching manual for testing in the two pilot projects of Lampang and Prae. As a result of the Consultation, they plan to provide more emphasis on family planning in their materials, and to make sure that the Teacher's Manual stresses the importance of teaching literacy as well as the message of the curriculum. The Teacher's Manual will be pre-tested on a representative group before it is used in the first teacher training seminar to be held in Spring.

The project staff plans to enlist greater cooperation with other interested parties, such as the Ministry of Health and the Thailand Rural Reconstruction Movement (TRRM). The Ministry of Health may help train local personnel for the project; and the TRRM could provide much valuable assistance at the local level. Plans now include setting up local advisory boards with representatives of local civic, health and education leaders.

APPENDICES

REPORT ON
BANGKOK CONSULTATION, JANUARY 25-30, 1971

Appendix A	List of Delegates, Resource Personnel, and Participant Observers
Appendix B	Program
Appendix C	Project Objectives and Characteristics of Target Populations
Appendix D	Bibliography: Display Materials (English Only)
Appendix E	CRUSADER Projector
Appendix F	Outline of Evaluation Process
Appendix G	Data Sheet Questionnaire

APPENDIX A

BANGKOK CONSULTATION, JANUARY 25-30, 1971

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APPENDIX B

P R O G R A M

BANGKOK CONSULTATION
ADULT LITERACY EDUCATION
and
FAMILY LIFE PLANNING

January 25 - 30, 1971

Monday, Jan. 25

9:00 a.m.	Welcome:	His Excellency Sukich Nimmanheminda Minister of Education
	Addresses:	Dr. Robert G. Johnson, ... Assistant Director, Education, USOM
		Mr. Yehia H. Darwish. Resident Director, UNICEF Regional Office for East Asia and Pakistan
		Mr. Thomas B. Keehn, Executive Vice President, World Education, Inc.
	Introduction:	Participants, observers, resource personnel
	Reception and lunch given by Minister of Education	
2:00 p.m.	Dr. David Harman:	Concepts in Adult Literacy Education/Family Planning Programs
	Respondents:	Dr. Marion Edman, Chairman Mr. Sumadi Sudarmadi, Idonesia Mrs. Rosalinda Valino, Philippines, BPS Dr. Generoso Rivera, Philippines, PRRM Dr. Kowit Vorapipatana, Thailand

Tuesday, Jan. 26

- 9:00 a.m. Dr. Allan Rosenfield: Population Problem
- 10:00 a.m. Country Work Sessions: Setting Program Objectives
for Specific Target Populations
- 11:15 a.m. General Session on Program Objectives
Dr. David Harman, Chairman
- 2:00 p.m. Dr. David Harman: Methodology in Adult Literacy
Education/Family Life Planning
Programs
- 3:45 p.m. Presentation of Thai Reading and Teaching Material.
Mrs. Nitaya Rittiyotee
Dr. Kowit Vorapipatana

Wednesday, Jan. 27

- 7:30 a.m. Country Work Sessions
- 8:30 a.m. Group Visit to Grand Palace
- 10:30 a.m. Presentation of PRRM Materials
Dr. Generoso Rivera
Mr. Antonio Santiago
Sister Concepcion Madayag
- 11:30 a.m. Dr. Sanford Danziger: Production and Use of
Audio-Visual Aids
- 2:00 p.m. Demonstration of CRUSADER Projector
- 3:00 p.m. Do-It-Yourself Session on Production of Visual
Aids

Thursday, Jan. 28

9:00 a.m. Discussion of Thailand and Philippine Teacher Training Materials

Respondents: Dr. Sanford Danziger
Dr. Marion Edman
Dr. David Harman

10:45 a.m. Concept of Family Life Planning

11:15 a.m. Dr. Marion Edman: Critical Importance of Teacher Training in Adult Literacy/Family Life Planning Programs

Mixed-country discussion groups and
general reporting session

2:00 p.m. Evaluation of Adult Literacy Education/Family Life Planning Programs

Dr. Ekawidhya Nathalang
Dr. David Harman
Mr. Kamol Sudaprasert
Mr. Thomas B. Keehn

Friday, Jan. 29

9:00 a.m. Country Work Groups: Future Program Plans

2:00 p.m. Role of International Organizations in Adult
Literacy/Family Life Planning Programs

Mr. Thomas B. Keehn, Chairman
Mr. David Burgess, UNICEF/Thailand
Mr. Sam Keeney, Population Council/Taiwan
Dr. Guy Roppa, UNESCO/Thailand

6:30 p.m. Reception and Dinner with Thai Classical Music and Dances performed by Students, and Entertainment by Participants

Saturday, Jan. 30

9:00 a.m. Country Reports on Future Plans

12:00 noon Press Conference

Words of Farewell

APPENDIX C

PROJECT OBJECTIVES AND CHARACTERISTICS OF TARGET POPULATIONS

INDONESIA

General Objectives

1. To educate people to understand the relationships between family size and the socio-economic well-being of the family and the society.
2. To educate people to adapt their attitudes and behavior so as to create an appropriate balance between resources and family responsibilities.

Specific Objectives

1. To educate people to the advantages of planning family size.
2. To develop the understanding that family size can be planned.
3. To motivate people to adapt their attitude and behavior to achieve the goal of smaller and healthier families.

Target population

1. Population of the reproductive age (13-45)
2. Consists of 3 categories: men - women
 literate - illiterate
 rural - urban

Project objectives

To provide an educational materials development source in the Ministry of Education with the following functions:

1. The design, development, and production of prototype instructional materials to be utilized for the instruction of out-of-school youth and adults in all aspects of population education and family life planning.
2. The establishment of a learning materials center on population education and family life planning.
3. Research and evaluation of (1).

PHILIPPINES BUREAU OF PUBLIC SCHOOLS

The objectives of the B.P.S. Philippine group are confined only to the family planning portion within the overall framework of the Philippine adult and community education program. The background against which the objectives were framed must be taken into account to understand the role of adult educators in the family planning movement.

The program is national in scale. It takes into consideration the existing institutional and human resources already engaged in the service side of the movement. The educators assume responsibility for the provision of correct, factual information, and the motivation of potential clients to cross the threshold of existing clinics or adopt other measures of their choice on the kind of family life they may like to achieve.

The demographic profiles and projections, the Filipinos' main motivations in sexual behavior, and existing cultural restraints are some factors behind the framing of the objectives.

I. Target groups:

1. Age composition: 15-30 group; potentially the most economically and biologically productive age group.
2. The Philippine population is 80-85% rural with an average schooling at the 4th grade level.
3. Women: about 5,000,000 child bearing age.
4. The Filipino male: the authority figure and the decision maker as far as the bedroom congress is concerned.

II. Objectives:

General: To effect changes in attitudes, feelings, and behavior of target groups in order to adopt measures in accepting the norm of a small number of quality family members.

Specific:

1. To enable at least 20-30% of adult participants in family planning courses to adopt measures to attain the small family norm.
2. To produce materials on the communicative arts for family (life) planning.

PHILIPPINES, PRRM

Target Population: The adult farmers.

General Objective: To reduce, if not altogether eliminate, illiteracy through a program of continuing basic functional literacy education.

Specific Objectives:

- .. 1. To make the participants aware of the effects of family size on the basic necessities of life: food, clothing, shelter, and education.
2. To make the farmers productive and self-sufficient through the introduction and implementation of accepted agricultural practices in the culture of rice and major secondary crops and animal production (swine and poultry).
3. To know and appreciate the value of cooperation through the introduction of membership education in the field of cooperatives.
4. To develop active and intelligent participation in the affairs of the government through the study of the basic laws of the land.

THAILAND

General Objective: To provide educational opportunities for adults in order that they may be able to improve their living, economically and socially.

Specific Objectives:

1. To enable them to increase their earnings through knowledge in agricultural or other techniques, depending upon their occupations.
2. To enable them to be more effective in financial management.
3. To enable them to improve their family health through knowledge in family life planning, nutrition and personal hygiene.
4. To enable them to take more civic responsibilities in order to improve their own communities.
5. To enable them to learn to read, write, and calculate so that they may be able to further their education.

Target Population: This project is aimed primarily at the illiterate adults in the rural areas and is planned to educate directly 130,800 adults attending literacy classes by 1976.

APPENDIX D

CONSULTATION ON ADULT LITERACY EDUCATION AND FAMILY LIFE PLANNING

BIBLIOGRAPHY: DISPLAY MATERIALS
(ENGLISH ONLY)

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- c. "Course Report: Family Life Education for Women and Marriageable Girls (5-18 September 1969)."
- d. "Syllabus: Family Life Education for Women."
- e. "Syllabus: Functional Literacy and Family Welfare Planning"
- f. "Syllabus: Functional Literacy for Adult Schools."

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- a. "Governmental Policy Statements on Population: An Inventory," Reports on Population/Family Planning (February 1970).
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- c. "Population Education: A Review of the Field," Studies in Family Planning, No. 52 (April 1970).

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APPENDIX E

CRUSADER PROJECTOR

Description

The projector, called the CRUSADER, is a battery-powered, combination slide, filmstrip and even "overhead" projector. The price varies from \$8.00 to \$15.00 depending on quantity purchased. It is \$10.00 in lots of 24.

Power Supply

One of the CRUSADER's "secrets" is the fact that it requires small amounts of current. Thus, batteries of several types may be used for extended periods without wearing out. Any 6-volt source will power it. Therefore, one can use any of the following sources, at least one of which is available in any village:

1. Four Common Flashlight Batteries: The case has a built-in holder for up to twelve batteries though only four are needed. Four last about four hours with intermittent use. More than four batteries add greatly to life but not to brightness.
2. 6-volt Hand Lantern Battery: Also available in many countries, and even cheaper on a cents-per-hour basis than the above.
3. Small Motorcycle-Type Rechargeable Battery: These last from 12 to 20 hours between recharges and can be recharged hundreds of times. They weigh about five pounds, cost around \$6.00 in the United States and are readily available in every country.

Of course, periodic recharging must be provided. Often gas stations and small factories, etc., have recharging facilities. If the battery being used is one that is already part of a motorcycle, then merely riding the vehicle after the screening will quickly replace the small amount of current which the projector draws. Of course, any car with a 6-volt electrical system, such as many Volkswagens, may be used to power the projector. Plug into the cigarette lighter, or connect to the battery terminals of the vehicle. For cars with 12-volt systems, see below.

4. Bicycle dynamo: Another useful, steady, inexpensive source of power is an ordinary 6-volt bicycle dynamo which is turned by the bike wheel. The bicycle can be flipped upside down and the pedals easily turned by hand.

5. 12-volt system: Any 12-volt car battery can be used in the way described for the 6-volt car system: i.e., plugged into the cigarette lighter or attached to battery terminals. When using a 12-volt system it is necessary to connect one of the PR 12 flashlight bulbs (or a resistor) in series so as to lower the voltage from 12 to 6 volts. An inexpensive rechargeable power source is often an old "thrown-away" car battery, many of which still have plenty of current and long-life for the small demands of this projector.

The significance of all of the above is that for the first time it is possible to regularly and easily produce the projected image in any corner of the world.

Ordering Information

Single units cost \$15.00 each. If ordered in bulk, the price drops: 24 or 48 units cost \$10.00 each; 72 or 96 units cost \$8.50 each. Except for single units they must be ordered in multiples of 24. The company is ESB, Incorporated, makers of Ray-O-Vac and Exide batteries. Delivery time is two months if sent by sea from Hong Kong, where manufactured. For product brochures and specific ordering information write: Mr. Robert Twitmyer, Product Manager, ESB Incorporated, #5 Penn Plaza, Philadelphia, Pennsylvania 19101. Single units, as well as bulk orders, may be obtained directly from Hong Kong. For \$20.00 they will ship a single unit to any country by Sea Parcel Post. Air Freight can be arranged. Cash or checks (made out to ESB, Incorporated) should be sent to Mr. R.A. dos Remedios, Export Manager, Ray-O-Vac International Corporation, 604 Chartered Bank Building, Hong Kong, B.C.C.

APPENDIX F

EVALUATION

Evaluation of educational programs is rarely decided upon at the initial program planning phase. As a result evaluation is often introduced very late in a program, long after it can be conducted effectively. The following points are points of discussion of the significance of evaluation and the ways in which it can be incorporated in programs from the initial planning phases.

- A. Evaluation is primarily a means of indicating the degree of success and lack of success of a given venture.
- B. Evaluation techniques are employed in indicating the validity or lack of validity of various program aspects such as materials, methodologies, teacher training, etc.
- C. Evaluation procedures are a means of determining the degree of success a program has in achieving its stated objectives.
- D. Revision of the various components of programs is largely dependent upon the results of evaluation.

Steps in Evaluation:

- 1. Objective Setting and Classification;
- 2. Base-Line Surveys;
- 3. The Pre-Test;
- 4. On-going Evaluation;
- 5. Terminal Evaluation;
- 6. Utilization of Evaluation Results.

Different Aspects of Evaluation:

- 1. Informational;
- 2. Attitudinal;
- 3. Behavioral.

Two Models of Evaluation:

- 1. Descriptive;
- 2. Quantitative.

APPENDIX G

DATA SHEET QUESTIONNAIRE

- 1) NAME _____ AGE (approx.) _____ VILLAGE _____
- 2) MARRIED? _____ WHEN? _____ HOW MANY CHILDREN? _____
- 3) SEX _____ SEX OF CHILDREN _____ AGES OF CHILDREN _____
- 4) HOW LONG HAVE YOU BEEN LIVING IN THIS VILLAGE _____ IN THIS HOUSE _____
- 5) WRITE YOUR NAME HERE _____ (X IF CAN'T)
- 6) (FOR WOMEN) WHAT UTENSILS DO YOU HAVE IN YOUR KITCHEN? _____
- 7) WHERE IS THE NEAREST SCHOOL? _____ DO YOUR CHILDREN GO TO IT? _____
- 8) WHERE IS THE NEAREST DOCTOR? _____ DO YOU GO TO HIM? _____
- 9) DESCRIBE A DAY IN YOUR LIFE: MORNING _____
AFTERNOON _____
EVENING _____
- 10) WHAT DO YOU FARM IN: SUMMER _____
WINTER _____
RAINY SEASON _____
- 11) WHAT FOODS DO YOU BUY IN THE MARKET? _____
- 12) WHEN DO YOUR CHILDREN START WORKING _____ DOING WHAT? _____
- 13) DESCRIBE WHAT YOU HAVE IN YOUR HOUSE (FURNISHINGS AND UTENSILS) _____
- 14) WHERE IS YOUR LOCAL GOVERNMENT? _____ WHO? _____
- 15) DESCRIBE HOW YOU COOK RICE (TWO WAYS) _____

- 16) WHERE DO YOU GET WATER? _____
WHAT DO YOU USE IT FOR? _____
WHO BRINGS THE WATER TO THE HOUSE? _____ HOW OFTEN? _____
- 17) DESCRIBE HOW YOU FEED A BABY _____
- 18) (FOR MEN) WHAT FARM UTENSILS DO YOU HAVE? _____



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